



COURSE REQUIREMENTS - ADVANCED K-3 OPTIONS

Course 1: Either the 3 Quarter Unit OR 4 Quarter Unit Course

3 Qtr. Units **Course No. X324.220**
Pass, No Pass **ADVANCED K-3: Teacher-centered Methods for Reading Instruction**

Instructor: Alice R. Furry, Ph.D.

Content: Reviews the key components of the district's adopted reading/language arts program: phonemic awareness, phonics (word/sentence blending, decodables, dictation, fluency), vocabulary, reading comprehension (strategies and skills; inquiry and research), and writing (writing activities, writing process). Emphasizes the teacher-centered practices. Expands on teacher knowledge for why the teaching practices influence the learning. Models key lessons for expanded practice. Specifies how to meet diverse needs of learners. Clarifies how and why unit assessments monitor instructional effectiveness. Provides additional guidance on collegial planning (grade level meetings).

Course Requirements: It is expected that the student will complete all of the following to receive 3 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training
2. Complete the daily independent study work (Day 1 through Day 4), approximately 10 hours of study and written work
3. Full participation in the Institute activities each day

OR

4 Qtr. Units **Course No. X324.220F**
Pass, No Pass **ADVANCED K-3: Teacher-centered Methods for Reading Instruction**

Instructor, Alice R. Furry, Ph.D.

Content: It is the same as noted above for Course No. X324.220 with the addition of a six-week field experience with the direct teaching of the district's adopted reading/language arts program.

Course Requirements: It is expected that the student will complete all of the requirements as noted above for Course No. X324.220 with one additional requirement to receive 4 quarter units and a grade of PASS:

4. A 300-word essay that focuses on the major parts of the district's adopted reading/language arts program taught during the first six weeks of school. The essay should center on identifying problems and solutions experienced in teaching with the program.

Course 2: See next page



COURSE REQUIREMENTS - ADVANCED K-3 OPTIONS

8 Qtr. Units **Course No. X324.220P**
Pass, No Pass **ADVANCED K-3: Teacher-centered Practicum for Reading Instruction**
Instructor: Alice R. Furry, Ph.D.

Course 2:

Content: Emphasizes the direct and systematic teaching of reading with full implementation of the district's adopted reading/language arts program. Requires full participation in the "Passport" Portfolio program of the Governor's or Reading First Institutes, including: active involvement in grade level team meetings; attendance at specific trainings on the instructional program; activities of scoring and analyzing the unit assessments; attendance at or viewing of videos of special events provided by reading experts, district reading coaches, and/or special district sponsored reading researchers; and utilizing the ELA On-line *Teachscape* program (if district sponsored) to complete a total of 80 hours. Involves teaching with the adopted program for a minimum of 81 days during the 2003-04 academic year. Requires reading of text and completion of essays.

Course Requirements: The student is expected to complete all three of the requirements as noted below:

1. A total of 80 hours required for the "Passport" Portfolio program of the Governor's or Reading First Institute
2. 350-word essay on major insights on the teaching of reading/language arts with the district's adopted reading/language arts program (written after the 30th week of school, 2003-04).
3. 500-word essay based on Jeanne S. Chall's book, The Academic Achievement Challenge: What Really Works in the Classroom (2000). [Note: This book is provided at no cost to any student registered for this course. Fax a copy of the UCLA Education Extension receipt of enrollment in course - with name and mailing address and a copy of the book will be sent within 10 working days.]

In the new ESEA, No Child Left Behind Federal Legislation (2001), Part B, Subpart 1 Reading First, the public schools are challenged to reduce "sufficiently" the number of students served who are reading below grade levels in grades K, 1, 2, and 3; and vice versa, increase "sufficiently" the number of students who are reading at or above grade levels in grade K, 1, 2, and 3.

The operative word is "number" of students, not "averaged" number of students. The State Board sets the annual number of students by grade level who must make "sufficient progress" toward "proficiency" on the California Standards Test (CST) in English-Language Arts, for grades 2 and 3. Should the number not meet the mark on "sufficient progress" in grades 2 or 3, the school may be discontinued from the Reading First initiative by the end of its third year. If the school meets the targets, it can reapply for three additional years of funding.

With this new effort to hold schools, and thus teachers, more accountable for every student's learning to read on grade level or above, Jeanne S. Chall proposes that teachers become more teacher-centered. Discuss her concept and reflect on how her proposal may redirect or influence your approach to teaching and which may result in the academic achievement of all students.

<p><i>General Information Available at the Information Desk</i></p>
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